
Differentiation Strategies in Inclusive Mathematics Lesson Planning for Slow Learners

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Abstract. *This research employs a qualitative case study method, also known as field research, which examines the process of differentiation learning in-depth in regular classes that include students with special needs (slow learners) in mathematics lessons. The subjects of this study were teachers and slow learners in the 4th grade of an Elementary School. The data in this study is information about teacher strategies in teaching mathematics in Grade 4. The results of this study are differentiation learning strategies in mathematics lessons in Grade 4 of Elementary School, seen from teacher skills in explaining mathematics lesson materials by accommodating all students' learning needs, including slow learners, both in terms of content and process differentiation, lesson planning according to students' learning needs, and providing feedback to students.*

Keywords: *learning strategies, differentiation, slow learners, mathematics, special needs*

INTRODUCTION

Meeting the individual learning needs of each student, including slow learners, is crucial in creating inclusive mathematics learning. Differentiation strategies play a crucial role in achieving this goal by offering a range of choices and customizations in learning. The selection and adjustment of learning strategies in regular classes for students with slow learning can be tailored to the strategy used in introducing the lesson: (1) Provide activity settings, (2) Review previous lessons, (3) Provide necessary tools or materials, (4) Simplify teaching, choices, and scheduling. Slow learners who study alongside regular students receive full support from the teacher, providing an excellent opportunity for them to develop with the help of a Special Assistant Teacher (Marlina et al., 2018). However, this public elementary school does not have a dedicated assistant teacher, so the class teacher must be more adaptable to this situation.

The school's facilities do not provide special classes for children with special needs, including those with learning difficulties, forcing class teachers to cater to a range of learning levels. Teachers can present material at different levels, from the most basic to the more complex. Teachers can develop materials tailored to students' learning needs by providing worksheets with varying levels of difficulty or offering additional learning resources for those who require them (Aziz et al., 2016).

The teacher can identify the learning needs of each student through an initial assessment. Teacher assessment of students involves examining three key elements of learning: student learning readiness, student learning interest, and student learning style. This process aims to implement an inclusive learning model that is integrated with a differentiated learning model (Iryani et al., 2023). It is hoped that, based on the assessment results, teachers will then design differentiated learning experiences tailored to each student's needs. Teachers provide a variety of learning material options and difficulty levels that suit students' learning readiness. Varied learning methods to accommodate different learning styles. Learning activities that are interesting and relevant to students' interests. The combination of inclusive and differentiated learning is expected to enable teachers to create a safe, comfortable, and enjoyable learning environment for all students. This allows each student to develop optimally and achieve their individual potential.

In grade IV of elementary school, the case is that students who are slow learners have a slower learning pace compared to their peers. These students struggle to understand mathematical concepts, solve problems, and follow the flow of learning in class. Difficulties faced by slow learners in understanding basic mathematical concepts such as addition and subtraction. This can leave students feeling frustrated, left behind, and losing interest in the subject of mathematics.

The primary challenge in planning to implement differentiation strategies is the lack of teacher understanding of these strategies. Insufficient resources and time to design and implement differentiated learning. Lack of support from schools and parents.

Students with special needs require the assistance of a Special Assistant Teacher (GPK) because the GPK has a better understanding of how to support children with Special Needs (ABK), as well as the important role the GPK plays in helping students with special needs follow the learning process effectively. The role of GPK is not only to teach, but also to guide, accompany, and provide special attention both inside and outside the classroom. Their duties include helping students understand the material, assessing learning outcomes, providing additional guidance, and monitoring students' social and daily development to ensure they do not fall behind their peers. (Julia Ayu Puspita & Nova Estu Harsiwi, 2024). Typically, regular teachers lack a background in special education, so they are advised against accompanying students with special needs due to concerns about mishandling them and potentially worsening the child's condition (Prastiwi & Abduh, 2023).

However, this situation does not exist in one of the public elementary schools in Tegal Regency. Some reasons why children with special needs need to be supported by a Teacher and Teacher Education (GPK) include the GPK's in-depth knowledge and understanding of the characteristics and diverse learning needs of children with special needs. GPK understands the various types of learning barriers faced by children with special needs, as well as the appropriate learning strategies to overcome them. GPKs are trained to communicate and interact effectively with crew members, including understanding sign language and other communication aids. GPK has skills in managing the behavior of ABK and helping them adapt to the learning environment. GPK plays a crucial role in preparing and implementing Individual Learning Programs (ILPs) that are tailored to the individual learning needs of ABK. GPK establishes communication and collaboration with parents of children with special needs to understand the child's condition and development at home. Good cooperation between the school, class teachers, and parents has a significant influence on the child's learning process, making it easier to overcome difficulties, with the help of teachers and parents (Julia Ayu Puspita & Nova Estu Harsiwi, 2024). An important role lies with the GPK, who is also tasked with noting down on the note sheet what needs to be prepared so

that ABK students do not forget. Parents can also use the log sheet to monitor their child's activities at school (Saleh et al., 2017).

This study aims to describe teacher strategies for implementing differentiated learning in mathematics, with a focus on conceptual and procedural knowledge at the elementary school level. This research is expected to provide a clear picture of the strategies used by teachers in implementing differentiated learning, particularly in mathematics, which encompasses both conceptual and procedural knowledge.

RESEARCH METHODS

This research was conducted at one of the State Elementary Schools in Tegal Regency, specifically in class IV. The approach employed is qualitative, utilizing a case study method. A case study is a series of scientific activities carried out intensively, in detail, and in depth about a program, event, or activity, whether at the individual, group, institutional, or organizational level, to gain knowledge (Rusandi & Rusli, 2021). This study aims to understand the strategies teachers use to teach mathematics to students who experience learning difficulties in grade IV. The research subjects included a teacher with the initials EP and two students with learning difficulties. Of the total of 10 students, two of them are slow learners (1 boy aged 10 years and one girl aged 9 years). The subject sampling technique uses purposive sampling.

In this study, data collected through interviews and observations relate to the strategies employed by fourth-grade teachers in teaching mathematics to students who experience learning difficulties. The focus of the research involves teachers' skills in explaining concepts and procedures. Class teachers act as the actors being observed, and they also become respondents who answer the researcher's list of questions.

Based on the qualitative research approach and the data sources to be used, the data collection techniques employed in this research include observation, in-depth interviews, and documentation. Data regarding teacher strategies in teaching mathematics in the classroom were collected through observation and interviews.

After the data is collected, the next step is to analyze it, which involves reducing, presenting, and drawing conclusions.

RESULTS AND DISCUSSION

The results of classroom observations show that mathematics learning does not require special accompanying teachers (GPK). The class teacher carries out learning. There are no learning tools specifically prepared to facilitate slow learners. This condition explains that the limited human resources at Pangkah 3 Public Elementary School, specifically having only one teacher per class, can limit individual interaction with students. Teachers often struggle to provide individualized attention to students who are slow learners.

The conditions of teacher difficulties in the learning process were obtained from the results of interviews that addressed specific questions.

Researcher: *"How do you, as a teacher, divide your attention among all students, including slow learners, without a special assistant teacher (GPK)?"*

EP Teacher: *"Yes, it is quite difficult, because I teach alone in a class with quite a lot of students. I try to observe students who seem to be having difficulty, then I usually approach them after I have finished explaining the material to the whole class. However, of course, I cannot do it optimally because time is limited, and I also have to pay attention to other students."*

The statement from the EP teacher aligns with Oktaviani et al. (2024). Teachers are often unable to complete learning because they have to guide both ABK and other students, while learning time is limited. The intellectual limitations of children with special needs necessitate that teachers spend more time with them, often requiring additional guidance outside of school hours. This is due to limited time and a high teaching load, making it difficult for teachers to provide optimal support for children with special needs in inclusive classes.

Without the provision of adapted learning tools, students experiencing learning difficulties may not receive the optimal support they need. Different learning strategies may be needed to facilitate student understanding. In an

inclusive context, it is essential to ensure that all students, including those with learning difficulties, have equal learning opportunities. It may be necessary to consider differentiation strategies and utilize additional resources to support this approach. The role of parents or guardians of students in the learning process can help identify special needs and develop joint solutions. According to Handayani et al. (2021), parents play a crucial role as a source of data in understanding the conditions of children with special needs. This is because parents' understanding of their child's condition is a vital step in helping overcome learning difficulties and supporting successful learning at school. Identification is the first step in finding children with special needs. Assessment is carried out after identification to diagnose abnormalities/disorders in more depth (Roza & Rifma, 2020). The limited human resources available to schools require teachers to receive training and professional development to effectively address the challenges of teaching students with diverse needs.



Figure 1. Lecture Method by the Teacher in Class

The preparation of learning programs in inclusive education must take into account the characteristics, abilities, weaknesses, and development of each student. Teachers need to understand each individual in the class in order to design relevant and effective learning through a flexible and responsive approach, including the use of adapted strategies and methods, both individually and in small groups (Oktaviani et al., 2024). The learning method used in Class IV is the lecture and question-and-

answer method. All students receive equal treatment from the teacher. The lecture method is implemented because it is a one-way approach, where the teacher provides verbal explanations without much interaction with the students. Teachers can provide repeated reinforcement to students. Schema development in autistic children is very slow and requires continuous repetition until the knowledge scheme is formed. (Ulva & Amalia, 2020). Teachers can control the flow of learning and ensure all material is delivered in a logical sequence. The lecture method can help improve student focus, especially when delivered engagingly and interactively. These conditions can limit students' active participation and reduce opportunities for discussion or collaboration.

The primary learning method, aside from lectures, is the question-and-answer approach. This method involves interaction between the teacher and students through questions and answers. However, if only the teacher asks questions and students answer, this can also limit the variety in interactions. Questions and answers allow students to get further explanation regarding the material they do not understand. Questions and answers encourage students to be more active in their learning and to express their opinions confidently. Questions and answers train students to think critically and analytically in answering questions. Asking students questions helps keep them focused on the lesson. Feedback given when students ask questions reinforces understanding (Hidayati Shaliha, 2017).



Figure 2. Teacher Mentoring for Students

Equal treatment for all students gives them the same opportunity to learn and understand the material. Providing all students with the same treatment can overlook the diversity of individual needs and learning styles. Some students may need a different approach to understand mathematical concepts. According to Harefa et al. (2023), Learning for inclusive students in formal elementary schools is carried out together with other students without any differences in status, but the service is adjusted accordingly. Teachers adjust the tempo and level of difficulty of learning for children with special needs (ASD), especially for students who are slow learners. The learning process is not forced and is focused on the individual abilities of students. It is essential to consider differentiation strategies, where teachers tailor their teaching methods and materials to meet students' diverse needs and abilities. This allows for a more inclusive approach. According to Salma et al. (2025), Inclusive education is not only beneficial for children with special needs but also for other students. By learning in a diverse environment, students can develop empathy, tolerance, and better social skills. This will prepare them to live in a pluralistic society and respect differences. According to Liza et al. (2024), teachers require adaptive differentiation tools when working with students of varying learning speeds.

Results of interviews with teachers related to strategies implemented in class with questions.

Researcher: *"Do you, as a teacher, have a special strategy in designing mathematics learning to reach students with different learning abilities?"*

EP Teacher: *"I usually use questions with varying levels of difficulty. There are easy, medium, and difficult questions. For slow learners, I direct them to work on the simpler questions first. However, I have not been able to create completely different lesson plans for each student, due to my limited time and experience."*

Teachers play a crucial role in facilitating successful learning. When dealing with students with special needs, teachers are required to be creative and intelligent in choosing appropriate learning methods and strategies. The goal is that the material is not only understood, but also comprehended and can be applied in everyday life. In addition, teachers need to provide positive services that help

children adjust to their environment and peers (Mahyuda et al., 2023). This is in accordance with research (Husain et al., 2019). Slow learners in public schools have not yet received the full attention and educational services that suit their needs. The curriculum used has not been adapted to accommodate their needs, so adjustments are needed in various aspects of the learning program, such as the way the material is presented, the form of student response, the level of involvement in learning, and the application of more appropriate learning strategies, methods, and techniques.

The learning methods applied include the question-and-answer method. This method is applied to all students, including both regular students and those with learning difficulties. The questions asked are the same, but the difference is that if some regular students have answered the questions from the teacher, then the slow learners will get simpler questions. If a student cannot answer a question, the teacher will replace it with a question at an easier level until the student can answer and feels they understand the concept. Slow learners get the opportunity to reinforce their understanding through easier questions. The goal is to ensure that all students have the opportunity to participate and understand the concepts. All students are involved in the learning process. Teachers can adjust questions to suit each student's level of understanding (Differentiation). With the implementation of the differentiation strategy, there was a notable increase in student understanding and class participation. This establishes a solid foundation for their future academic and personal development (Kurniasandi et al., 2023). Some key considerations include the teacher's role in monitoring students in class and ensuring that slow learners do not feel neglected. Teachers must ensure that the questions asked align with the subject matter and learning objectives. The question-and-answer method encourages active participation, develops communication skills, and deepens students' understanding. One alternative to make questions understandable to students is the use of high-quality images to support inclusive learning, facilitate understanding, stimulate imagination, and help students relate concepts to personal experiences (Mahyuda et al., 2023).



Figure 3. Seating Position

Students who are slow learners are often placed in front of or near the teacher's position. With the hope that the development process of understanding the subject matter will always be closely monitored. Seat slow learners at the front so the teacher can monitor the students more closely. Teachers observe students' reactions, understand their level of understanding, and provide more effective assistance. Placing slow learners at the front is expected to reduce distractions from classmate activities and increase focus on learning. In line with the research results (Mardalena et al., 2019), it is known that there is a positive and significant correlation between sitting position, learning interest, and thematic learning outcomes.

Teachers need to pay attention to students' feelings and comfort when arranging seating. Not all students are comfortable sitting at the front because they feel like they are constantly being watched. Therefore, seating rotation needs to be done regularly and accompanied by good communication between teachers and students regarding the reasons. According to Safaruddin et al. (2020), specific seating arrangements can reduce unfocused behavior, although the effect is not significant. Seating variations help avoid routines, strengthen social relationships, and enable students to interact with a diverse range of peers. Teachers need to apply rotation rules consistently while remaining flexible to accommodate students'

comfort preferences, thereby creating a comfortable and enjoyable learning atmosphere.

The activities of slow learners are generally similar to those of other students. Can communicate with other students. However, sometimes it is fun to play alone. Feelings of discomfort or a lack of self-confidence can cause this—low cognitive ability, making it difficult to perform basic calculations. Slow learners may face challenges in understanding basic mathematical concepts. Teachers need to assess their students' level of understanding and provide additional support as needed. Students tend to respond better to instruction that uses pictures, diagrams, or videos to illustrate abstract concepts, thereby facilitating their learning process effectively (Fitriana et al., 2024). Using visual methods, manipulatives, or simple stories can help strengthen understanding of mathematical concepts. Exploring the use of manipulative media in mathematics learning for students with special needs. The results show a significant impact in improving the understanding of mathematical concepts concretely and increasing student motivation and engagement (Antara et al., 2024).

Teachers can encourage interaction with classmates through group activities or joint projects. This helps strengthen social relationships and build self-confidence. This is relevant to Hakim & Nurjannah (2025), which exemplifies strategies such as individual and group guidance, the use of visual media, and a multisensory approach in facilitating students with mathematics learning difficulties, including dyscalculia. Teachers must apply a differentiated approach in teaching mathematics. This means adapting teaching methods and materials to suit the individual needs of students, for example, illustrating mathematical concepts with the help of relevant pictures, manipulatives, or stories. When working with students with special needs, inclusive and differentiated learning approaches are necessary to provide each student with support tailored to their individual needs. Media such as flashcards, busy books, gamification, and puzzles have been proven effective in improving learning outcomes because they make the learning process more engaging and interactive. (Munajah et al., 2021). Provide positive reinforcement when slow learners successfully understand or complete math

assignments—finding that students with special needs require a curriculum and mathematics learning approach tailored to their initial abilities (Maulidatuz Zulfa et al., 2024). Please support them with patience and encouragement. When implementing learning that utilizes an adaptive education approach for children with learning difficulties, the primary focus is on tailoring the learning to the student's specific needs. This approach ensures that learning is tailored to the individual needs and characteristics of each student, encompassing methods, strategies, materials, tools, learning media, and learning environments. (Ningrum, 2022).

CONCLUSION

The conclusion drawn from this study is that differentiation strategies, where teachers adapt methods and materials to meet students' needs, are essential for creating an inclusive learning environment. Seating arrangements can be adjusted to monitor students who are slow learners and reduce distractions. Encouraging interaction and using manipulatives can increase engagement and understanding for all students. Schools should consider allocating additional resources and providing professional development opportunities for teachers.

The challenges of teaching diverse classes, especially students with learning difficulties, in schools with limited resources. There is only one teacher per class, which limits individual attention for students who are slow learners. Teachers use lecture and question-and-answer methods, which can be one-way and do not cater to all learning styles.

To overcome the challenges of teaching in diverse classrooms with limited resources, it is recommended that teachers consistently apply differentiation strategies, adapting learning methods and materials to students' needs. Schools need to support teacher professional development, provide training, and optimize classroom layouts to make them more conducive to learning. The use of learning aids and active methods, such as discussions or project-based learning, is also important for increasing student engagement. Additionally, collaboration with

external parties and regular evaluation of teaching methods can enhance the overall effectiveness of learning.

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